



North Carolina Professional Development STANDARDS-AT-A-GLANCE

The North Carolina professional development standards begin with the premise that a primary goal of professional development is to help educators develop the knowledge, skills, behavior, and insights needed to become effective classroom teachers and school leaders. Based on research by the National Staff Development Council (NSDC), the State standards provide the vision and framework for making professional development more responsive to the learning needs of both educators and students. The standards clearly describe behaviors and attitudes that will lead to maximized teaching and learning.

The Vision

Classroom practice and school leadership in North Carolina will be improved through tailored, intensive professional development that includes follow-up, support, practice, feedback, and evaluation. It is a collaborative effort that provides every student access to a competent, caring, highly-qualified teacher. All fiscal and human resources within the educational community support classroom instruction and interactions that prepare students to thrive and contribute to a complex, dynamic, global, and multi-cultural society. Activities result in implementation of classroom practices that lead to improved student achievement.

The Standards

The standards are organized according to the context/process/content schema:

CONTEXT STANDARDS: address the organization, system, and culture in which the new learning will be implemented	PROCESS STANDARDS: refer to the “how” of professional development describing the learning processes used in the acquisition of new knowledge and skills and addressing the use of data, evaluation and research.	CONTENT STANDARDS: refer to the “what” of professional development.
CONTEXT	PROCESS	CONTENT
Learning Communities: Professional development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.	Data-Driven: Professional development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.	Equity: Professional development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
Leadership: Professional development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.	Evaluation: Professional development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.	Quality Teaching: Professional development that improves the learning of all students deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
Resources: Professional development that improves the learning of all students requires resources to support adult learning and collaboration.	Research-Based: Professional development that improves the learning of all students prepares educators to apply research to decision making.	Family Involvement: Professional development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.
	Design: Professional development that improves the learning of all students uses learning strategies appropriate to the intended goal.	
	Learning: Professional development that improves the learning of all students applies knowledge about human learning and change.	
	Collaboration: Professional development that improves the learning of all students provides educators with the knowledge and skills to collaborate.	